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or dominant text in a general method course, but as one of several texts or as a reference work it should prove very valuable. For general use by teachers it offers the rare combination of interesting reading and profitable study.

SCHOOL OF EDUCATION
THE UNIVERSITY OF CHICAGO

S. CHESTER PARKER

The Arts Course at Medieval Universities, with Special Reference to Grammar and Rhetoric. By LOUIS JOHN PAETOW. Urbana: The University of Illinois, 1910. Pp. 134. \$1.00.

This work, originally intended as a doctoral dissertation, presents the results of thorough and accurate research. The mediaeval universities have of late been receiving in this country much of the careful attention they deserve, and the present thesis, with the investigations of Haskins, the treatise of Abelson, and the source-text of Norton, will fill in some of the gaps left by even such monumental works as those of Rashdall and Denifle. "The main theme has been to show just how and why the study of language and literature was neglected especially during the century before Petrarch"; but in working out this problem the author has thrown a flood of light upon a number of obscure places in university organization, curriculum, and texts.

From evidence supported in each case by a variety of documents, Dr. Paetow shows how absurd was the conclusion that the Latin classics were omitted by the mediaeval universities because of "the utter barrenness of classical as well as of other lay learning in the Middle Ages." In checking on this error, he treats at length the other interests—logic, philosophy, theology, law, and medicine—that served to distract attention from language and literature. Grammar, however, he finds did not die without a struggle, as witness the efforts of Alexander of Villedieu and Eberhard of Bethune, and later of John Garland and Roger Bacon. The exceptional interest in the subject, although without improvement in content and method, that was manifest at Toulouse and Perpignan, indicates what might have been general, had conditions been favorable.

The most noteworthy contributions of the author would seem to be his demonstration that there were at times separate faculties and degrees in "grammar" and the "notarial art," distinct from those in "arts," and his extensive and illuminating discussion of the *ars dictaminis*. The bibliographies of sources, both in manuscript and in print, and of secondary works, with the brief evaluation of each, show the pains that Dr. Paetow has taken in his research, and must prove of great value to the historical or educational specialist. The work, too, is well written.

FRANK P. GRAVES

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High School Administration. By HORACE A. HOLLISTER. Boston: D. C. Heath & Co., 1909. Pp. xi+379. \$1.50.

A young man or woman desirous of devoting his life to teaching in secondary schools and ambitious of becoming a principal or more than merely a subject teacher must depend upon books for much of his preliminary

training. *High School Administration*, by Horace A. Hollister, undertakes to cover the whole ground briefly but clearly, treating every subject in a practical way and suggesting what books to read for a more intensive study of each phase.

Beginning with a brief epitome of the history of secondary education, the author considers the position of the secondary school in our system of education, both legally and technically, comparing and contrasting it with foreign schools. He then treats each phase of high-school administration—grounds, buildings, equipment, textbooks and supplies, the management of the school, and the extension and projection of the school life into the life of the community. Especially noteworthy are the passages on an ideal scheme of legal enactments (p. 46), on a modified method of furnishing free textbooks and supplies (p. 81), on the employment of "cadet" teachers (p. 96), on the training of teachers (p. 100), on teachers' investments (p. 108), on the purpose of instruction (p. 173), on correlation (pp. 208-9), on the definition of method (p. 218), on common fallacies (p. 223), on an ideal scheme of promotions (p. 231), on community life (p. 266), and on moral and religious training (p. 281). The appendixes seem well chosen to illustrate the corresponding portions of the text.

CHARLES MARSH CLAY

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Das deutsche Bildungswesen in seiner geschichtlichen Entwicklung. Von FRIEDRICH PAULSEN. Second edition. Leipzig: Teubner, 1909. Pp. 192. M.1.25.¹

We have no series of books in America comparable to that of Teubner's "Aus Natur und Geisteswelt." Like the Reclam editions, these publications afford to the Germans inexpensive material of high grade which is an important element in bringing about and sustaining the high general intelligence of school men of that country.

This account of the historical development of the German school system is a model which could be followed elsewhere to advantage. In many of our works on the history of education there is a minimum of relationship between the new subject and the older more general historical studies. To Professor Paulsen the educational movement is an aspect of the larger culture development.

The work is divided into four books each containing three chapters. The first deals with the Middle Ages; the second with the periods of the Renaissance and the Reformation; the third with the time of French influence, from 1650 to 1800; and the fourth (about half the book) with the nineteenth century. The keynote is given in the statement that the ancient classical period developed the individual for the state, the Middle Ages developed him for the church, and the modern period for himself. This large recognition of the individual on the basis of effective social organization appears throughout the book. One of the most significant sections from this standpoint is that treating of the new

¹ *German Education Past and Present.* Translated by T. LORENZ. London: Unwin, 1908. Pp. xx+310.